1. Description of the assessment and use in the program

No changes.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

No changes.

3. A brief analysis of the data findings.

In this section, two sets of data are presented allowing for examination of candidates at their completion of SPED 430/439 Practicum/ Methods and those at the end of SPED 465 Student Teaching. For both groups of candidates, the explicit inclusion of the CEC standards was introduced during 2006 as additional dimensions to guide their reflections. The use of the Standards was intended to facilitate self-evaluation and provide an accounting of the broad-base content knowledge requirement of Assessment 1.

The quantity and quality of substantive artifacts included, introduced, and briefly captioned to represent competence is solid as 80-83% in Student Teaching and 76% in Methods/Practicum of candidates met or exceeded expectations. These percentages are consistent across the key roles of the special educator.

Across the semesters in which data were collected, regardless of enrollment in Practicum/Methods and Student Teaching, candidates relied heavily on the *Role Model* (a couple of candidates used the Charlotte Danielson *Frameworks for Teaching* Model) to organize their artifacts and provide a framework for the broad reflections. Subsequently more in-class work and additional assignments done around CEC standards in both practicum and student teaching to enhance the quality of reflections has led to improvements. The way in which CEC standards are treated, as core knowledge and skills may account for their being embedded in candidates' collections of artifacts, their justifications, and examinations of their professional growth rather than being addressed explicitly. Their reliance on the *Role Model* may be a reflection of their finding it easier to address CEC standards through the broader categories to capture themselves as practitioners who respond to the multi-faceted the role.

The level of reflection evidenced in the set of Student Teaching portfolios collected during Fall 2006 was not as strong as expected; the data indicate a range of 40-60% of candidates who needed improvement in their justifications and reflections of what was included in their portfolios and their focus on CEC standards. As a result of this preliminary data, revisions were made to the assignments with an emphasis on the reflection component of the portfolio. The 2007-2008 data showed improvements where 78-88% candidates addressed CEC Standards in the context of justifying their selection of artifacts; offering greater perspective of their seeing their growth with regard to content knowledge. Eighty percent (80%) of the candidates did in turn demonstrate evidence of their background knowledge and understanding of learning/behavioral characteristics, assessment, planning, instructional strategies, teaching approaches, learning environment, documented student outcomes through work samples and charts, and IEP process

by providing and organizing substantive numbers of artifacts. Similar improvements are evident at the Practicum/Methods level where candidates collected, organized and reflected on artifacts more effectively in 2007-2008 than previously, providing substantiation of their content knowledge.

CEC Standards are presented during the first course in the special education option and are reintroduced along with the *Role Model* [a system of understanding the complex role of special educators that was developed by KSC Professor Evie Gleckel and colleague Ellen Koretz] to support the candidates' gaining understanding of their roles as special educators and to serve as the guidelines for systematic reflection when selecting and organizing artifacts for their portfolios. As a result of the data collected during the Fall 2006, more direct attention is paid to candidates' aligning their reflections of professional growth through the lenses of both the CEC Standards and the Role Model. The content and perspectives these lens offer are more explicitly addressed during course work in SPED 430 and during supplemental workshop sessions during student teaching. In addition, revised rubrics used across the program further highlight CEC standards and will give candidates exposure to thinking about performance and practices with reference to them. We believe that the more intentional we are about integrating the CEC Standards and Role Model throughout the program, the more central they will be to candidates' self-evaluation to prompt deeper self-reflections that support professional work and growth.

The data indicate differential treatment of portfolios as the shift from Practicum/Methods to Student Teaching reflects candidates' development and responsibilities. For candidates at the student teaching level, they offer more professional portfolios, ones they plan to use as they enter employment interviews. The portfolios document and illustrate key competencies, often include an introductory narrative, and offer brief explanations to highlight their professional skills. Although there is evidence of the number of standards, the depth of reflection is understandably abbreviated. Candidates at the practicum/ methods level typically include a range of items from course work and field experiences that represent the development of foundational knowledge through the application of competencies.

Student teaching portfolios were not collected Spring 2007 as the department adjusted to a multi-tiered data based assessment system.

Candidates who need improvement in demonstrating content have a basic knowledge of the foundations of special education, characteristics of learners, individual learning differences, and language that is at the core of instructional planning and strategies, ongoing assessment, and creation of learning environments. However, their attention to details and analysis skills interfere with their own self-evaluation that conveys the quality of their own performance in the multi-faceted role of special educator. One proactive strategy that is put in place is presenting the development of the portfolio earlier in the semester and designing it to be consistent with other reflection activities that are introduced in Practicum/Methods and Student Teaching. Candidates who need improvement have been asked to re-submit portfolios and meet individually with faculty to verbally justify contents and organization.

4. Interpretation of how data provides evidence that CEC standards have been met.

For candidates enrolled in practicum, the portfolio offers the vehicle to showcase program experiences, assignments, and research projects as demonstrations of their competencies with regard to the CEC Standards and Role Model competencies across the program. The candidates provide evidence of content knowledge from early work in learning about the foundations and legal requirements associated with special education (Standard 1) and developing their understanding of the characteristics of learning and

behavioral challenges and individual differences (Standards 2, 3). Further, the candidates in Practicum display their course and related field work to substantiate their growing competence and confidence with regard to conducting assessments that lead to constructive IEPs (Standards 4, 6, 8), developing and delivering lessons that result in outcomes for students (Standards 4, 5, 7, 8), and engaging in goal setting based on supervision feedback and self-assessment (Standards 9, 10). Portfolios submitted for Practicum have included increasing depth of reflection across the *Roles of the Special Educator*. For the most part, the data indicate that these reflections incorporated the CEC Standards. Candidates are provided with the set of standards and descriptions, engage in reflection activity using the ten areas; however, they often find the role model more manageable as an organizational tool as the areas help to consolidate related standards rather than lead to redundancy of artifacts, documents, or student work.

At the student teaching level, candidates are focused on developing portfolios to pursue professional opportunities. To accommodate the candidates, the assignment has evolved so that it engages candidates in reflection on the combination of CEC standards and Role Model (see revised assignment Attachment 5a).

Both the artifacts that the candidates include and their verbal presentations of their portfolios at the end of student teaching demonstrate an awareness of their professional roles and commitment to ongoing learning (Standards 1, 9); confidence in the different aspects of being an evaluator (Standard 6, 8); comfort and dedication to planning according to their understanding of learners and individual needs as they draw on instructional strategies, methods, and approaches (Standard 2, 3, 4, 7); and self-assurance in their competence interacting with students as an instructor and facilitator of the learning environment (Standards 5, 7). Data indicate candidates continue working to detail their reflective practice (Standard 9); and they set goals for professional development by showing an understanding of the expectations of being a special educator and how they value communications and collaboration (Standard 1, 10).

The use of the tool, **CEC Standards-Role Model Self-Evaluation** (see revised assignment Attachment 5a), is designed to encourage candidates at the practicum teaching level to reflect on their program experiences and assignments in greater depth, looking at how they have grown into the professional roles. For candidates completing student teaching the tool gives them more freedom to frame their portfolios to pursue professional positions. The revisions to the portfolio rubric respond to feedback received in the SPA report and highlight the targeted CEC Standards This revision also provides candidates with greater depth of understanding of the Standards.

There are no substantive changes to the description of the assignments. However, candidates are now required to submit self-assessments that directly reference the CEC Standards and Role Model, completing the *CEC Standards-Role Model Self-Evaluation.* Completed forms are submitted separately to insure more detailed reflections and connections among Standards, competencies, and the artifacts included in the portfolios*.* The tool appears in this section, while the cover sheet is in the original report.

REVISED CEC Standards-Role Model Self-Evaluation		
KEY ELEMENTS OF CEC CONTENT STANDARD	**THE ROLE MODEL**	**SELF ASSESSMENT**
Standard 1: *Foundations* -show understanding of the practices, principles, and theories in special education -show understanding of special education law, process, and policy - show the historical and human issues that affect special education -show the connections between theory, law, policy, and historical perspectives and special education practice -show understanding of the relationship between special education and other organizations and systems	**Fundamental knowledge that informs practice and is seen through candidates' applications to the myriad of tasks, responsibilities, and activities of the special educator as they conduct assessment, create instructional plans, instruct, design and manage programs, collaborate, and reflect on effectiveness.**	
Standard 2: *Development and Characteristics of Learners* - show understanding and respect for the uniqueness of individuals - reveal knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities -show an understanding of the interplay between development concepts and disability including the application of this knowledge to respond to the varying abilities and behaviors of individuals with disabilities		
Standard 3: *Individual Learning Differences* -show an understanding and knowledge about the effects that a disability can have on and individual's learning -reveal a willingness to actively and resourcefully seek to understand how primary language , culture, and familial backgrounds interact with the individual's disability -show a solid grasp of how an understanding of learning differences provides the foundation upon which special educators individualize instruction		
Standard 6 *Language* -show an understanding about typical and atypical language development in the context of supporting individuals with disabiliities -show a knowledge and understanding about how individualized strategies enhance language development and teach communication skills -show knowledge about augmentative, alternative, and assistive technologies to support and enhance communication for individuals with disabilities -show ways to use various language models and communication strategies and resources to facilitate understanding of subject matter for individuals with disabilities who primary language is NOT English		

KEY ELEMENTS OF CEC CONTENT STANDARD	THE ROLE MODEL	SELF ASSESSMENT
Standard 8 *Assessment* -show knowledge and understanding about how to use multiple pieces of assessment information for decision making and teaching -show knowledge about legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with disabilities -show knowledge about assessment concepts such as validity, reliability, norms, bias, and interpretation of assessment results -show knowledge about the limitations of various kinds of assessments, especially standardized assessment approaches/tools -show an understanding of the collaborative relationships necessary to assure nonbiased, meaningful assessments and decision making. -show use of formal and informal assessments of behavior, learning, and achievement to design learning experiences that support growth and development -show knowledge about how assessment information is used to identify supports and adaptations required for individuals with disabilities to access general education including statewide assessment programs -show ways to effectively monitor student progress in general and special curricula -show knowledge about using assistive technology to support assessments	EVALUATOR: ▪ Cooperatively works to describe the current status and challenges the student experiences by collecting informal and formal assessment data, charting that data, and collating information with team members; examining impact on who the student is as a reader, writer, mathematician, participant in the learning environment, and member of the classroom community while simultaneously examining curriculum frameworks and standards defined for the general education curriculum. ▪ Conducts assessments to account for student academic and behavior/ social challenges, determine student status with regard to area(s) of concern, make decisions about instructional planning, and determine programs and settings for appropriate service delivery; using authentic assessment strategies (survey level tasks, observations, probe-level tasks) to ensure data are relevant, valuable, and constructive. ▪ Integrates assessment data to create a student profile and description of present levels of academic and behavior/ social performance for Individualized Educational Plan/ Program; establishing justification for tailored curriculum frameworks, teaching approaches and methodologies, and service delivery plans. ▪ Commits to ongoing assessment and collection of data to evaluate student academic and behavior/ social progress and program effectiveness; treating assessment as opportunities to further understanding of the challenges the student faces and increase understanding of individual performance, participation, progress and the effects of instruction on student outcomes.	

KEY ELEMENTS OF CEC CONTENT STANDARD	THE ROLE MODEL	SELF ASSESSMENT
Standard 7 *Instructional Planning* -show knowledge of long-range individualized instructional plans for individuals with disabilities -show evidence of the translation of long-range individualized plans into shorter-range goals and objectives -show knowledge about explicit modeling, demonstration, efficient guided practice that assure acquisition and fluency through maintenance and generalization -show knowledge about how to modify and adjust instruction after and analysis of an individual's learning progress -show knowledge, understanding, and application of the collaborative relationships necessary for positive implementation of instructional plans -show knowledge of developing individualized transition plans for individuals with disabilities including the identification of post-school goals -show integration of assistive technology into instructional plans **Standard 5** *Learning Environments and Social Interactions* -show the creation of learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities -show an understanding of ways to foster environments in which diversity is valued -show ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy -show knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities -show how to safely intervene with individuals with disabilities in crisis -reveal evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants	INSTRUCTIONAL PLANNER: • Collaboratively designs direct instruction lessons, activities, materials to address student needs and cooperatively creates adaptations and modifications to provide student access to general education curriculum. • Develops comprehensive instructional plans; systematically matching who the student is as a learner with appropriate academic/social instructional experiences in inclusive settings; justifying when and what the student requires for alternative services to best meet her/his needs. • Draws on the integration of assessment data in a student profile and description of present levels of performance of the Individualized Educational Plan/ Program as the basis for designing: curriculum frameworks – goals, objectives/ benchmarks, and evaluation/ documentation tools; instructional approaches – teaching approaches and methodologies and modifications and adaptations to the general education curriculum, and service delivery plans. • Translates IEP into action, creating daily lessons and learning experiences to promote student growth as a reader, writer, speaker, listener, mathematician, participant in the learning environment, and member of the classroom community • Designs lesson plans that center on skill or concept development; incorporating instructional materials and resources, direct instruction, modeling/ demonstration, guided practice, and independent work. • Analyzes the focus for instruction and selects corresponding teaching approaches, instructional materials to address student needs	

KEY ELEMENTS OF CEC CONTENT STANDARD	THE ROLE MODEL	SELF ASSESSMENT
Standard 4: *Instructional Strategies* -show a range or repertoire of evidence-based instructional strategies to individualize instruction -show instructional strategies promote positive learning results in general and special curricula -show an understanding and ability to modify learning environments for individuals with disabilities -emphasize instructional strategies and plans that support the development of critical thinking, problem solving, and academic/functional performance skills for individuals with disabilities -show development, maintenance, and generalization of knowledge across environments in the instructional strategies and adaptations selected for individuals with disabilities Standard 5 *Learning Environments and Social Interactions* -show the creation of learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with disabilities -show an understanding of ways to foster environments in which diversity is valued -show ways to create environments that promote self-determination emphasizing interdependence, self-motivation, self-direction, personal empowerment, and self-advocacy -show knowledge and understanding about how to assist general educators to support the integration of individuals with disabilities -show how to safely intervene with individuals with disabilities in crisis -reveal evidence of how to coordinate efforts to create appropriate learning environments with paraeducators and other assistants	INSTRUCTOR: ▪ Collaboratively implements organized, sequenced lessons; builds relationships with students; manages specified direct instruction to address academic and behavior/ social needs and access to the general education curriculum, coordinating curriculum, teaching modifications; ▪ Uses pro-active classroom management systems, establishing and teaching expectations for behavior; identifying specific structures to support appropriate behavior and choices; adopting strategies for responding to desirable behavior and misbehavior; building relationships with students; using reminders, redirection, intentional transitions, and logical consequences according to situations; and recording when, where, and conditions for misbehavior. ▪ Organizes ongoing record keeping; responds to the demands of situations as they arise; coordinates efforts with those of classroom teacher, other support staff, and paraprofessionals. ▪ Implements lesson plans, setting clear academic and social expectations, involving students in learning through varied types of questions and meaningful activity, proceeding through instructional experiences sequentially and responding to students to support her/ his understanding and interactions. ▪ Revises lessons according to responses of students, demonstrating flexibility and responsiveness with regard to student readiness to participate effectively in planned activities, preparedness to understand skills or concepts, and adeptness to meaningfully gain from materials or activities	

8

KEY ELEMENTS OF CEC CONTENT STANDARD	THE ROLE MODEL	SELF ASSESSMENT
Standard 9 *Professional and Ethical Practice* -show evidence of knowledge of legal matters in special education including ethical considerations -show active engagement in professional activities that benefit individuals with disabilities, their families, colleagues, and own professional growth and development -show information about being a lifelong learner involving reflection to improve professional practice and show ways to keep current with evidence-based practices -show knowledge about how disability interacts with cultural and language differences	COORDINATOR: ■ collaborates with colleagues to define and implement special education services; managing paper work, communications, and services of identified students; and developing schedules and environments for services. ■ organizes and manages special education programming in the school; overseeing multiple individualized educational plans and programs for students; academic/ social instruction, service delivery, ongoing assessments, communications; re-evaluations, and program changes; and schedules and service options for students that reflect the school culture, support staff, and paraprofessionals. REFLECTIVE PRACTITIONER: • to commit to being a reflective practitioner, holding a mirror up to oneself, evaluating the effectiveness of planned and impromptu lessons • evaluates the effectiveness of planned and impromptu lessons and interactions with students; examining qualities of instruction, ways engage with and respond to students, and outcomes for students • participates in supervision activities (conferences, observation responses) to enhance competence in conducting assessment, planning and implementing lessons, interacting with students, evaluating student performance • documents evidence of professional competence, justifying how artifacts are representative of skills	

KEY ELEMENTS OF CEC CONTENT STANDARD	THE ROLE MODEL	SELF ASSESSMENT
Standard 10 *Collaboration* -show collaboration with families, other educators, related service providers, and personnel from community agencies -show collaboration in culturally responsive ways -show awareness and knowledge about the role as advocate for individuals with disabilities -show collaboration with colleagues about special education ethics, laws, policy, and procedures -shows knowledge about ways to collaborate to promote success transitions for individuals with disabilities across settings	COLLABORATOR: ▪ involves colleagues, parents/ caregivers, students, and administrators in teaming together to create programs, facilitate communication, develop IEPs, and orchestrate instructional efforts. ▪ works cooperatively with classroom teachers and parents/ caregivers to create and bridge effective educational programs; coordinating learning experiences and expectations, orchestrating efforts to monitor program effectiveness, and maximizing learning opportunities for students.	

The detail contained in the scoring rubric is designed to support candidates' completion of the portfolio assignment as well as provide guidelines for evaluation. The major revisions to the rubric respond to feedback received in the SPA report to highlight the targeted CEC Standards in each element of the portfolio that is evaluated. This revision also provides candidates with greater depth of understanding of the Standards.

REVISED RUBRIC FOR Portfolio
Self-Assessment and Evaluation Criteria

Ratings	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
PART I: ORGANIZATION (OVERALL RATING)			
STANDARD 1 FOUNDATIONS Annotated **table of contents** and overall organization, using a framework that demonstrates an understanding of the demands of being a special educator	Lists the types of materials included in the portfolio without a structure that represents the demands placed on a special educator	Arranges artifacts in the portfolio to represent the demands placed on the special educator; indicating that key roles, responsibilities, and philosophy guided selection and organization of contents and illustrating awareness of required professional competencies	Arranges artifacts in the portfolio to systematically to represent the demands placed on the special educator; articulating key roles and responsibilities, presenting a philosophy to guide organization of contents and justification for including items and demonstrating understanding of the range of professional competencies
PART II: SUBSTANTIATION/ OF EVIDENCE (OVERALL RATING)			
STANDARD 1 FOUNDATIONS **STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE** Substantive (number, representation of growth) **items/ products** included to demonstrate a range of competencies	Provides some examples of items that are a part of the role of the special educator	Offers evidence of understanding different demands placed on the special educator by representing key roles and responsibilities through the organization of the table of contents and inclusion of items to demonstrate a range of competencies with limited perspective to document own professional growth	Selects a comprehensive set of artifacts to track own professional growth across preparation program/ courses according to the range of demands placed on the special educator; illustrating understanding what is involved in assessing students' needs, planning and delivering instruction and services, collaborating to facilitate access to general education, etc.

Items included in the portfolio will be specifically examined according to:			
Ratings	1 **Needs Improvement**	2 **Meets Expectations**	3 **Exceeds Expectations**
STANDARD 8 ASSESSMENT Documentation of proficiency as an **EVALUATOR** by • reading and critiquing evaluation reports, conducting assessments, and documenting student performance; reflecting an understanding student individual needs, language, and factors impacting progress to account for the challenges the student experiences • collecting and analyzing assessment data regarding one student; using file review, observation, interviews, informal strategies, and work sample analyses as bases for understanding the student as a reader, writer, speaker, listener, mathematician, participant in the learning environment, and/ or member of the classroom community • establishing assessment as an ongoing process, setting up record keeping systems to document student progress and behavior during instruction	Provides evidence of limited assessment planning and uses tools to collect samples of student performance in the area(s) of concern <u>and</u> collects minimal documentation to examine student responsiveness to individual lessons and intervention plans	Provides evidence of general assessment planning that has connection to accessing and designing tools to collect, chart, and analyze student performance, participation, and progress in the area(s) of concern <u>and</u> to document student responsiveness to individual lessons and intervention plans	Provides evidence of assessment planning that leads to accessing and designing tools to collect, chart, and analyze student performance, participation, and progress in the area(s) of concern <u>and</u> to document student responsiveness to individual lessons and intervention plans
	Applies understanding student needs, development, language, potential impact of environment and learning situations based on collating data collected and completing assessment reports, IEP profile and present levels of performance; making connections among data, hypothesizing the relationship of student skills, language, characteristics as a learner	Collates assessment data to articulate assessment reports, IEP profile and present levels of performance; Applies understanding curriculum in conjunction with student needs, development, language, and variables that environment and learning situations to making connections among data, hypothesizing the relationship of student skills, language, and characteristics as a learner	Systematically applies understanding of student needs, development, language, potential impact of environment and learning situations based on collating data collected and completing assessment reports, IEP profile and present levels of performance; making connections among data, hypothesizing the relationship of student skills, language, characteristics as a learner

Ratings	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
STANDARD 4 INSTRUCTIONAL STRATEGIES **STANDARD 7 INSTRUCTIONAL PLANNING** Evidence as a **PLANNER**, highlighting: • making decisions about lessons, instructional focuses, approaches, materials, environment, and modifications based on IEP goals and objectives and connected with grade level curriculum frameworks • evaluating and selecting instructional approaches and materials to support students as they become readers, writers, speakers, listeners, mathematicians, participants in the learning environments, and members of classroom communities • qualities of lessons in terms of targeting specific skills/ concepts for instruction, articulating rationale, selecting instructional materials, adapting teaching strategies, designing constructive and engaging learning experiences and practice opportunities, and evaluating and monitoring student progress; • identification of components for effective lesson plans that balance active engagement, direct instruction, modeling, guided and independent practice, and contextual applications • articulation of a coherent, constructive IEP; reporting the integration of assessment data and designing instruction and interventions in terms of measurable goals and objectives linked with teaching approaches and intervention plans that promote growth in the area(s) of concern and support access to general education	Creates activities that relate to an area of instruction but require further honing and direct instruction to support student acquisition of skills/ concepts	Creates lessons built around what is being taught (clearly defined lesson objectives written in terms of outcomes for students), identifying strategies for presenting, engaging student(s), guiding practice, assigning independent practice, and applying skill/ concept; with ways to track student understanding throughout	Creates lessons that systematically build what is being taught (specific measurable lesson objectives written in terms of concrete outcomes for students), identifying strategies for presenting, engaging student(s), guiding practice, assigning independent practice, and applying skill/ concept; with ways to track student understanding throughout
	Designs instructional activity that makes use of small, large and cooperative groups and addresses topic of lesson	Designs instructional activities that make use of independent work, small, large and cooperative groups to address to promote student learning	Designs instructional activities that make use of independent work, small, large and cooperative groups and engages students actively in learning skills/ concepts sequentially
	Identifies IEP contents, writing: general goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to correspond with student performance in the area of concern	Articulates IEP in terms of: goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to directly address student assessed needs and challenges	Articulates IEP in terms of: measurable goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to directly address student assessed needs and challenges

Ratings	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
STANDARD 5 LEARNING ENVIRONMENTS **STANDARD 7 INSTRUCTIONAL PLANNING** Showcase of competence as an **INSTRUCTOR**, by: • providing direct and supportive instruction to individuals and small groups of students in special education and/ or classroom settings, promoting student competence and independence • conducting lessons that support students' facility with targeted skill(s)/ concept(s), keep them engaged, and are responsive to their challenges • applying components for effective lesson plans that balance active engagement, direct instruction, modeling, guided and independent practice, and contextual applications • establishing clear expectations for behavior and academic performance • determining the effectiveness of instructions based on what students produce, say or do	Organizes materials for lesson, yet sets expectations as needed and arranges space in the midst of the lesson	Creates learning environment by setting behavioral and academic expectations, arranging physical space conducive for the types of activities planned	Creates learning environment by setting behavioral and academic expectations, arranging space conducive for the types of activities (independent, cooperative groups)
	Focuses on the topic and skills, often using explanations rather than inviting students to engage or share ideas; relying on lesson plan script	Engages students through questions, presentation, explaining the rationale/ relevance of topic and inviting them to make connections	Engages students through questions, presentation, explaining the rationale/ relevance of topic, using literature or pictures to invite their making connections
	Responds to student behavior, questions, often repeating initial explanations or sharing frustrations	Responds to student behavior, questions, errors; demonstrating listening, observing, and acknowledging	Responds to student behavior, questions, errors; demonstrating listening, observing, and acknowledging and shifts gears as needed, using available resources
STANDARD 1 FOUNDATIONS **STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE** **STANDARD 10 COLLABORATION** Present documentation of growth as **PROGRAM COORDINATOR** by: • showing how understands overseeing services, managing individual cases, and supervising the activities of paraprofessionals • demonstrating how different forms special education service delivery serve the range of identified students • discussing the demands and changing nature of the role of the special educator, particularly with reference to general education program and professionals and families	Indicates need to be organized to manage cases and different service delivery options as being dependent on student needs and recognizing that families and teachers should be involved	Provides evidence of recognizing how to manage cases, consider different service delivery options as being dependent on student needs, the values of collaboration with professionals and families across the roles of the special educator	Provides evidence of recognizing how to manage cases, consider different service delivery options as being dependent on student needs, the values of collaboration with professionals and families across the roles of the special educator

Ratings	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
STANDARD 10 COLLABORATION Offer evidence of developing competence as a **COLLABORATOR** by: • acknowledging why ongoing communication is key to the assessment, planning, and program implementation process in order to provide students with continuity, make links among experiences, develop mutual supports for general and special education programs, enhance collective ownership of special education process and IEPs, and sustain monitoring student progress • participating as a team member who cooperatively plans and coordinates classroom and special education placements and activities and maintains comparable communication with families	States the values of collaboration with professionals and families across the roles of the special educator	Represents experiences collaborating with professionals and families, indicating the values for interfacing with general education and home	Represents experiences collaborating with professionals and families, indicating the values for interfacing with general education and home and reflecting on the importance of communication skills and commitment to involve all throughout the process
STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE Representation of **REFLECTIVE PRACTICES** • to evaluate the effectiveness of planned and impromptu lessons and interactions with students; examining qualities of instruction, ways engage with and respond to students, and outcomes for students • to participate in supervision activities (conferences, observation responses) to enhance competence in conducting assessment, planning and implementing lessons, interacting with students, evaluating student performance • to document evidence of professional competence, justifying how artifacts are representative of skills	Summarizes the lesson, reiterating what transpired without systematically examining student work or teaching behavior	Holds mirror up to oneself, evaluating the values of planned and impromptu lessons based on student engagement and outcomes; examining observed behaviors, responses to questions, and products as evidence of effectiveness of teaching approaches	Holds mirror up to oneself, evaluating the values of planned and impromptu lessons based on student engagement and outcomes; examining observed behaviors, responses to questions, and products as evidence of effectiveness of teaching approaches; and looking to enhance techniques

Ratings	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
PART III: REFLECTIONS & JUSTIFICATIONS (OVERALL RATING)			
STANDARD 1 FOUNDATIONS **STANDARD 2 CHARACTERISTICS OF LEARNERS** **STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES** **STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE**	**CEC STANDARDS**		
Overview, connecting selection of portfolio items with CEC Standards and Justification for selection of "stuff," answering why it was chosen and how it illustrates your professional competence or growth 　　*write a formal introduction/ guide to your portfolio **or** 　　*write an intro to each section of your portfolio **and/ or** *make reflective statements on 3x5 index cards or post-its per item	States why items are included in the portfolio, in terms of specific assignments without clear reference to how they are representations of self as professional, giving limited attention to CEC standards, general reference to key roles, and/ or student outcomes	Reflects on professional competence, areas in need of improvement and growth by justifying the selection of items contained in the portfolio; stating why they are chosen and how they represent key aspects of professional performance in the role and some outcomes for students, and incorporating some aspects of CEC standards in descriptions	Reflects on professional competence, areas in need of improvement and growth by justifying how items contained in the portfolio are evidence of attributes, skills, and beliefs as an evaluator, planner, instructor, collaborator, program coordinator, reflective practitioner; stating why artifacts are chosen and how they are representative of professional performance and responsiveness to individuals that lead to outcomes for students across academic and social situations; directly addressing CEC standards in descriptions
	JUSTIFICATIONS		
	Trace own growth by including items from early in the program and indicating the sequence of learning about the law, learning, factors impacting student progress; focusing primarily on factual information with limited connections among artifacts and student outcomes or own professional growth	Trace own growth and understanding of the role of the special educator, factors impacting student performance, offering some student work or items to support assertions	Trace understanding factors impacting student performance, the role of the special educator in promoting outcomes for students, referencing items in portfolio as evidence

Ratings	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
STANDARD 1 FOUNDATIONS **STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE** **STANDARD 10 COLLABORATION** Goals for student teaching	Articulates goals for student teaching, reflective of feedback received and an awareness of the demands of the role	Uses self-reflection included in the portfolio, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for student teaching and a few ideas for accomplishing them, seeking support from cooperating teacher	Uses self-reflection related to items included and areas of improvement cited, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for student teaching and suggestions for achieving them, including collaborative efforts with cooperating teacher
STANDARD 1 FOUNDATIONS **STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE** **STANDARD 10 COLLABORATION** Goals for first teaching position	Articulates goals for first teaching position, reflective of feedback received and an awareness of the demands of the role	Uses self-reflection included in the portfolio, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for first teaching position and a few ideas for accomplishing them, seeking support from mentor(s)	Uses self-reflection related to items included and areas of improvement cited, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for first teaching position and suggestions for achieving them, including ways would like to work with a mentor

Data have been collected, tabulated, and reported in the charts. One chart represents data derived from evaluation of portfolios submitted by candidates at the Practicum/ Methods level. The second chart reports the data gathered based on the candidates' portfolios submitted at the end of student teaching.

# of Candidates	Assessment # 1A											
	Practicum Portfolio - Undergraduate											
2006-07 N = 17 2007-08 N = 13	NI AY 06-07		NI AY 07-08		ME AY 06-07		ME AY 07-08		EE AY 06-07		EE AY 07-08	
	#	%	#	%	#	%	#	%	#	%	#	%
Standard 1 Table of Contents	1	5.9%	3	23.1%	14	82.4%	7	53.8%	2	11.8%	3	23.1%
Standard 1, 9 Substantive Items	4	23.5%	3	23.1%	12	70.6%	7	53.8%	1	5.9%	3	23.1%
Standard 8 Evaluator Evidence	2	11.8%	3	23.1%	15	88.2%	7	53.8%	0	0.0%	3	23.1%
Standard 4, 7 Planner Evidence	0	0.0%	1	7.7%	17	100%	9	69.2%	0	0.0%	3	23.1%
Standard 5, 7 Instructor Evidence	0	0.0%	1	7.7%	17	100%	11	84.6%	0	0.0%	1	7.7%
Standard 1, 9, 10 Prog Coord Evidence	1	5.9%	4	30.8%	16	94.1%	8	61.5%	0	0.0%	1	7.7%
Standard 10 Collaborator Evidence	3	17.6%	2	15.4%	14	82.4%	6	46.2%	0	0.0%	5	38.5%
Standard 9 Ref. Practitioner Evid.	2	11.8%	1	15.4%	13	76.5%	7	46.2%	2	11.8%	5	38.5%
Standard 1, 2, 3, 9, 10 Justification of Items	3	17.6%	3	15.4%	11	64.7%	6	46.2%	3	17.6%	4	38.5%
Standard 1, 2, 3, 9, 10 CEC Standards	10	58.8%	3	15.4%	7	41.2%	6	46.2%	0	0.0%	4	38.5%
Standard 1, 9, 10 Goals	0	0.0%	2	15.4%	14	82.4%	7	46.2%	2	11.8%	4	38.5%

# of Candidates F06 07-08 N = 18	Assessment # 1B Student Teaching Portfolio - Undergraduate											
	N I Fall 06		N I AY 07-08		M E Fall 06		M E AY 07-08		E E Fall 06		E E AY 07-08	
Fall 2006 N=5	#	%	#	%	#	%	#	%	#	%	#	%
Standard 1 Table of Contents	2	40.0%	5	27.8%	3	60.0%	13	72.2%	0	0.0%	0	0.0%
Standard 1, 9 Substantive Items	1	20.0%	1	5.6%	4	80.0%	12	66.7%	0	0.0%	5	27.8%
Standard 8 Evaluator Evidence	1	20.0%	0	0.0%	2	40.0%	12	66.7%	2	40.0%	6	33.3%
Standard 4, 7 Planner Evidence	1	20.0%	0	0.0%	2	40.0%	10	55.6%	2	40.0%	7	38.9%
Standard 5, 7 Instructor Evidence	1	20.0%	1	5.6%	4	80.0%	12	66.7%	0	0.0%	5	27.8%
Standard 1, 9, 10 Prog Coord Evidence	2	40.0%	2	11.1%	2	40.0%	14	77.8%	1	20.0%	2	11.1%
Standard 10 Collaborator Evidence	1	20.0%	1	5.6%	3	60.0%	13	72.2%	1	20.0%	4	22.2%
Standard 9 Ref. Practitioner Evid.	1	20.0%	4	22.2%	4	80.0%	12	66.7%	0	0.0%	2	11.1%
Standard 1, 2, 3, 9, 10 Justification of Items	3	60.0%	2	11.1%	2	40.0%	12	66.7%	0	0.0%	4	22.2%
Standard 1, 2, 3, 9, 10 CEC Standards	2	40.0%	4	22.2%	2	40.0%	14	77.8%	0	0.0%	0	0.0%
Standard 1, 9, 10 Goals	0	0.0%	0	0.0%	0	0.0%	13	72.2%	0	0.0%	4	22.2%